DOCUMENT RESUME

ED 422 047 JC 980 370

TITLE	Accountability and Productivity in the Illinois Community College System. Fiscal Year 1998. Report.
INSTITUTION	Illinois Community Coll. Board, Springfield.
PUB DATE	1998-09-00
NOTE	50p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; *Accountability; College Administration; *Community Colleges; Educational Assessment; Educational Planning; *Educational Quality; Institutional Evaluation; *Mission Statements; Objectives; *Productivity; Program Development; Two Year Colleges
IDENTIFIERS	*Illinois Community College System

ABSTRACT

This report highlights and summarizes accountability activities and initiatives submitted by Illinois' 49 community colleges. It is designed to assure that programs and services offered by the colleges are high-quality, cost-effective, and support the mission and priorities of each institution. The first section of this report, "Priorities, Quality, and Productivity (PQP) Special-Focus Issues for Fiscal Year 1998," discusses college priorities, student educational advancement, performance-based incentives, district-based goals, and administrative productivity. "Analyses of PQP/Program Review Results for Fiscal Year 1998," the second section, examines programs in 37 occupational/vocational program areas and five academic disciplines. The final section, "State-Level Initiatives," highlights initiatives undertaken at the state level to promote accountability and priorities, quality, and productivity. Statewide priorities established by the Illinois Community College Board and the Illinois Board of Higher Education emerged as common themes in the colleges' priority statements and in the activities developed to accomplish goals. A summary concludes the report; appended are three community college program review tables. (AS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 422 047

REPORT

Accountability and Productivity

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

V. K. McMillan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

in the Illinois Community College System September 1998

JC 980 370

ACCOUNTABILITY AND PRODUCTIVITY IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM FISCAL YEAR 1998

TABLE OF CONTENTS

	Page
Introduction	1
PQP Special Focus Issues for Fiscal Year 1998	2
College Priorities	2
Student Educational Advancement	3
Remedial/Developmental Education	3
Short-Term Certificates	10
Performance-Based Incentives - District-Based Component	13
Goal Area: Workforce Development	14
Goal Area: Technology	14
Goal Area: Responsiveness to Local Needs	16
Administrative Productivity	17
Centrality and Efficiency of Administrative Units and Functions	17
Unit Costs for Administrative Units and Functions	20
Analyses of PQP/Program Review Results for Fiscal Year 1998	22
Instructional Program Review	23
Academic Program Review	24
Occupational Program Review	24
Fire Protection Programs	24
Diagnostic Health Programs	25
Construction Managers	25
Culinary	25
Administration and Management	26
Cosmetology	26
Administrative Secretary	27
Civil Engineering	28
Dental Hygienist and Dental Assisting	28
Technical Writing	28
Food Worker	29
State-Level Initiatives	29
Summary and Conclusions	34

TABLE OF CONTENTS
(Continued)

Page

Appendix A - Community College Program Review Summary Tables

Table A-1: List of Programs Reviewed by Community Colleges During Fiscal Year 1998 41
Table A-2: Summary of Fiscal Year 1998 Reviews of Occupational Programs by College 43
Table A-3: Occupational Programs Eliminated Through Program Review in Fiscal Year 1998 45

ACCOUNTABILITY AND PRODUCTIVITY IN ILLINOIS COMMUNITY COLLEGES FISCAL YEAR 1998

Introduction

This report highlights and summarizes accountability activities and initiatives submitted by Illinois' 49 community colleges in their *Priorities, Quality, and Productivity/Program Review Reports*. The Illinois Community College Board began issuing a combined PQP and Program Review report for fiscal year 1994 to emphasize that the two are parallel initiatives. Both are designed to achieve the common goal of assuring that the programs and services offered by the colleges are high-quality, cost-effective, and support the mission and priorities of each institution. In addition, in response to the Priorities, Quality, and Productivity initiative, the colleges assess the broader functions of the institutions as they relate to their contribution to the mission of the college and the resulting priorities. The colleges' fiscal year 1998 reports provide evidence that the results of program reviews and reviews of broad functional areas are used in strategic institutional planning to ensure that resources are directed to areas of highest priority in a cost-effective manner.

The three primary sections of this report include **Priorities, Quality, and Productivity Special Focus Areas, Analyses of the Results of Fiscal Year 1998 College PQP/Program Review, and State-Level Initiatives.** Subsections exist within each broad area. Topics considered in the PQP Special Focus section this year consist of College Priorities, Student Educational Advancement, Performance-Based Incentives - District-Based Goal, and Administrative Productivity. Programs in 37 occupational/vocational program areas and five academic disciplines are examined in the Results of Fiscal Year 1998 College PQP/Program Review. The State-Level Initiatives section briefly highlights initiatives undertaken at the state level to promote accountability and priorities, quality, and productivity.

Illinois' comprehensive community colleges play a vital role in the state's educational system. They provide access and opportunity to diverse students, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transfer, and students who need to sharpen their basic academic skills. This report illustrates the community college system's responsiveness to changing times and conditions, while continuing to offer high-quality, affordable education to the citizens of Illinois very close to home.

PQP Special Focus Issues for Fiscal Year 1998

Each year in addition to their regular Program Review/PQP analyses focusing on instructional programs and functional areas, colleges are asked to address some specific issues that have been identified during the state's review of the previous reports or as a result of state-level analyses and priorities. During fiscal year 1998, focus areas included **College Priorities, Student Educational Advancement, Performance-Based Incentives - District-Based Goal,** and **Administrative Productivity.** Discussion of these areas follows.

College Priorities. Since fiscal year 1996 the colleges have provided priority statements and updates to those priorities in their PQP reports. These priority statements have guided college decisions about productivity improvements, program development, and budget allocations. Each year the colleges develop and pursue initiatives based on these priorities.

Likewise, at the state level the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) have each developed priorities through their policy development and goal setting activities. For many years, the ICCB has developed priorities as manifested most recently in its ***Illinois Community College Board Goals and Objectives***. These priorities follow eight broad focus areas:

- ✓ To ensure that **Teaching and Learning** remains the focus of the community college system;
- ✓ To promote an efficient and effective **Workforce Development** program that meets the needs of the local communities and that fully integrates community college programs with the public schools and businesses and industries of the state and region;
- ✓ To ensure that all Illinoisans have **Access** to Higher Education **Opportunity**;
- ✓ To plan for, evaluate, and document the needs, performance and effectiveness of the community college system through **Planning and Accountability**;
- ✓ To ensure that the community college system has access to and is fully utilizing technological (**Technology**) tools;
- ✓ To provide students with **Leadership** skills and **(Core) Value(s)** systems that lead to productive citizenry;
- ✓ To provide leadership in the development and enhancement of a sense of **Community;** and
- ✓ To acquire and effectively utilize **Resources** for the community college system.

The IBHE has also used planning to address pressing issues, and its policies have reflected the results of these planning activities. The IBHE is in the process of redefining its goals through its "Citizens Agenda for Illinois Higher Education" initiative. Within the preliminary stages of this initiative, eight goals have been proposed as a starting point:

- Increase the level of **educational attainment** for Illinois citizens;
- Extend **access** to higher education;
- Assure that college is **affordable**;

- Enhance **access** and **success** for members of underrepresented groups;
- Improve the **quality** of education;
- Enhance **responsiveness** to students, employers, communities, and the state;
- Strengthen **school-college partnerships**; and
- Improve **productivity** in Illinois colleges and universities

An analysis of the colleges' priorities indicate that they are closely aligned with those of the state coordinating boards. Some common themes that ran throughout the plans for implementation of the priories this year included developing and enhancing learner-centered communities; becoming more student friendly/customer oriented; developing leadership and values for the colleges, as well as their students; defining and implementing enrollment management plans; pursuing developmental education enhancements; developing and pursuing technology plans; infusing technology into curricula; developing alternative course delivery modes; encouraging partnerships through dual enrollment; implementing Illinois Articulation Initiative (IAI) models; providing additional training to meet business/industry needs; developing and pursuing long-range building and renovation plans; creating a welcoming environment; and enhancing images. The remaining sections of this report describe many of the new and continuing initiatives the colleges are using to address these priorities and common themes.

Student Educational Advancement. One important indicator of quality for instructional programs is student educational advancement, or the degree to which students attain or move towards their educational goals, whether they plan to complete one course or a program of courses leading to a job or further education. During 1997-98, colleges were asked to examine two areas related to student educational advancement and to respond to specific questions.

A. Remedial/Developmental Education. In Illinois, policies regarding undergraduate education recognize the need for colleges and universities to identify underprepared students and to provide them with appropriate remedial/developmental education. A recent report by the IBHE entitled *The Scope and Effectiveness of Remedial/Developmental Education in Illinois Public Universities and Community Colleges* (September 3, 1997) was based on information from a survey designed in cooperation with the ICCB. A subsequent two-part report by the ICCB titled *Remedial/Developmental Education in the Illinois Community College System* (September 1997 and March 1998) used information from the survey and from annual enrollment and completion information reported to the ICCB by the colleges. The studies indicated that for fiscal year 1996, 88 percent of all students who enrolled in remedial/developmental courses at in-state public higher education institutions were community college students. Further, for a cohort of students tracked for the second part of the ICCB report, analysis of the data indicated that remedial/developmental education had a positive effect on the educational outcomes for students who successfully completed remediation. Both the ICCB and IBHE reports included jointly developed implementation strategies related to (1) assessing student performance at appropriate intervals, (2) facilitating the academic progress of students enrolled in remedial programs, and (3) assisting in improving the preparation of students for college-level work. These strategies are aimed at increasing the effectiveness of existing policies on remedial/developmental education. The ICCB study also noted that tracking student performance beyond remedial/developmental courses and tracking students who did not complete recommended remediation can provide valuable

information and direction for the development of policies that can strengthen remedial/development instruction and optimize students' chances for academic success. It is essential that colleges be able to provide and use this information.

Therefore, colleges were asked to respond to the following requests for information related to documenting the effectiveness of remedial/developmental education and using that information to develop related policies and procedures to assist high school students improve their preparation for college. Responses to this focus question from the colleges provide an indication of the many and varied ways in which the colleges are addressing the implementation strategies identified by the ICCB and IBHE.

1. **Colleges were asked to provide information on the number of prospective students who test into remediation and who either do not complete recommended remediation, or who decide not to enroll at the college; how this information is used to develop policies and practices that promote student advancement; and, if this information is not currently available, to discuss the process that will be used to collect the information in the future.**

Assessment of basic skills is mandatory for selected students at all Illinois community colleges. Placement testing is most frequently required for students entering college-level mathematics or English courses and those enrolling on a full-time basis. Twenty-one colleges provided information on the number of students who do not complete recommended remediation and/or on the number of students who test into remediation but do not enroll at the college. At some colleges, a substantial number of the students do not enroll in or do not complete recommended remediation. A few colleges included information indicating outcomes for those students. For example, Shawnee Community College reported that 43 percent of the students whose test scores indicated a need for remediation enrolled at the college, but did not enroll in the recommended courses. Fifty-seven percent of those students did not return to the college the following semester. John Wood Community College conducted a special study that revealed that half of the students who enrolled in college-level courses, despite test scores that indicated a need for remediation, were successful in the college-level courses. However, nearly one-third of the students who did not pursue recommended remediation and enrolled in college-level courses, did not successfully complete. The college is debating the current policy of not requiring students to pursue remediation.

The colleges were able to provide far less hard data regarding the number of students who tested into remediation and did not subsequently enroll at the college. Some indicated that the data is either not kept, or, if available, is not used. However, some colleges indicated specific follow-up activities directed toward this group of nonenrollees. Student services personnel at Wilbur Wright College send two mailings to students who test into remediation and do not enroll at the college, encouraging them to enroll. Rend Lake College developed a brochure explaining the college's developmental program. It is sent to students along with a letter encouraging them to enroll at the college. A full-time recruiter at Danville Area Community College does follow-up with all students who take assessment tests but do not enroll at the college.

A number of colleges reported specific policy changes or initiatives that were implemented in response to data collected on students who did not pursue recommended remediation. Based on a study conducted in 1995, the English department at Black Hawk College made changes to the cut-off scores for placement tests and added an automatic referral to adult basic education for students with extremely low scores on the placement tests. Richard J. Daley College instituted an early academic warning for pre-credit remedial/developmental students. At Shawnee Community College, the information was used to close several loopholes in the registration process to ensure that a higher percent of incoming students are tested, and consideration is being given to raising cut-off scores for placement tests. In addition, the college has established a Learning Assistance Center. A comprehensive set of recommendations has been developed by Southeastern Illinois College. The college recommends that (1) a Success Semester should be initiated, whereby students who need remediation would have to complete recommended courses in the first semester of enrollment; (2) student completion and success should be a priority for all student support entities; (3) students needing remediation should be "flagged" at registration and required to enroll in appropriate coursework; (4) distance learning programs, including developmental courses, should be expanded to encourage students to pursue remediation; and (5) remedial/developmental course scheduling should be sensitive to students' needs. Finally, Illinois Valley Community College conducted both internal and external reviews of the remedial/developmental program that resulted in recommendations for increased staffing, expansion of the program to include the Academic Assistance Center, and establishing a link between developmental and college-level instructors and courses.

Colleges that did not report information most often indicated that adequate student information systems were not in place to capture that data. Some of the smaller colleges lack staff who can devote adequate time to data collection as well. Malcolm X College, Heartland Community College, and Waubonsee Community College all reported that new student information systems will be implemented in the coming year which will make this data collection possible. Committees have been established at Highland Community College, Lake Land College, and Spoon River College to develop plans for gathering and analyzing data on students who do not pursue recommended remediation. In addition, Illinois Central College plans to hire a Coordinator of Institutional Research to address a number of data issues, and Richland Community College will use a Title III grant to implement a comprehensive planning process incorporating research on remedial/developmental students.

2. **Colleges were asked to provide the results of college studies regarding the performance of students in remedial/developmental courses and in subsequent college-level courses, or, if no studies have been conducted, to describe how the college measures, or plans to measure, the effectiveness of remedial/developmental programs.**

The ICCB remedial/developmental report referenced previously included a cohort study that indicated that successful completion of remedial/developmental courses had a positive effect on educational outcomes for the students in the cohort. Specifically, in terms of cumulative grade point average, ratio of credit hours attempted to credit hours earned, and persistence, students who enrolled in one or more remedial/developmental courses compared favorably to students who did not require remediation. In addition, within the group of students who enrolled for remedial/developmental coursework, those who successfully completed all courses attempted had

higher persistence rates and were more likely to graduate than those who did not do so. Studies conducted by individual colleges have produced similar results.

Twenty-eight colleges provided information related to the academic performance of students who moved from remedial/developmental courses to college-level courses. For some of these colleges, this type of student tracking is an ongoing part of regular data collection and analysis. However, several colleges referenced special one-time studies that were conducted previously, and others conducted studies in response to this focus question.

The scope of the studies conducted by colleges ranged from one basic skills area, most often writing, to all three basic skills areas – reading, writing, and mathematics. The information reported supports the premise that students who complete recommended remediation perform as well or better in their first related college-level course than students who did not require remediation. For example, William Rainey Harper College reported that for students who earned a B or better in remedial/developmental courses, 70 percent were successful in the first college-level course in English and 60 percent were successful in the first-college level mathematics course. Both success rates were very similar to those of students who did not require remediation. Three of the colleges in the Illinois Eastern Community Colleges district reported extremely positive results. At Frontier Community College, 77 percent of the students who were recommended for remediation successfully completed the recommended courses, and all of those students were successful in subsequent college-level courses. Similarly, at Lincoln Trail College and Wabash Valley College, respectively, 86 and 79 percent of students recommended for remediation successfully completed recommended courses and 90 and 88 percent of those students were successful in subsequent college-level courses. Lincoln Trail College attributed the high success rate to the tutoring program offered through the college's Learning Skills Center. A special study conducted by William Rainey Harper College found that 51 percent of students moving from intermediate algebra to college algebra received a grade of C or better, which is comparable to the success rate of students who placed into college-level mathematics. Further, the success rate for students who earned an A or B in intermediate algebra was much higher than those who earned a C. However, students who earned a C in intermediate algebra were more successful if they enrolled in college algebra the term immediately following the completion of intermediate algebra. Harry S Truman College reported that 53 percent of students who enrolled in developmental English successfully completed the course and moved on to college-level English, where their success rates compared favorably with students who did not require remediaton. A special study at Morton College found that 93 percent of the students who passed developmental English in spring 1996 enrolled in and successfully completed the first college-level English class during the following fall semester. South Surburban College reported that, of the students who successfully completed developmental English and enrolled in college-level English courses during the 1997-98 academic year, 58 percent received a C or better, 20 percent received a D or F, and 22 percent withdrew. For mathematics during the same period, 54 percent received a C or better, 22 percent received a D or F, and 24 percent withdrew.

While the reports indicated positive results in college-level work for students who completed remediation, the information reported by some of the colleges raised an issue of concern, namely the low percentage of students who actually move from remedial/developmental courses to college-level courses. Harold Washington College reported that only about 25 percent of students

transition successfully from the credit developmental program to college-level courses in writing and mathematics. Similarly, Shawnee Community College conducted a special study that revealed that, for students enrolled in developmental classes during fiscal year 1997, only 19 percent transitioned to the first related college-level course the next semester. Parkland College conducted a special study that showed that from summer 1994 through spring 1998, 2,677 students enrolled in the first developmental mathematics course, and 1,827 (68 percent) of those students completed the course with a grade of C or better. Of the students who successfully completed the first developmental mathematics course, only 965 (53 percent) enrolled in the second developmental mathematics course, and only 535 (55 percent) of those successfully completed that course.

Several of the colleges reported specific actions that have been or will be taken to improve the rate at which students transition from developmental courses to college-level work. In response to the mathematics study described above, staff at Parkland College have developed special sections of developmental mathematics courses to accommodate students' learning styles and needs. One section emphasizes group learning, another is for students who only need to brush up on mathematics skills, and another is structured with an extra hour per week for students who need to work at a slower pace. A study conducted at Belleville Area College demonstrated the need for interventions that are early and are broad in scope. In response, the college has committed to establish a Student Success Center at each of the college's campuses beginning in 1999. A committee to study enrollment policies that affect the retention of high-risk students has been formed at Danville Area Community College. At Lewis and Clark Community College, students whose academic preparation is extremely weak are placed in a six credit hour course that focuses on the development of reading, writing, and speaking skills. In addition, in place of a stand-alone developmental reading course, students are placed in a study skills course matched with a general education course. Students may repeat the study skills course up to three times, each for a different subject area. The college believes underprepared students benefit from this integration of course content with skills instruction. Two colleges reported actions to provide better coordination between developmental and college-level instruction. A faculty member in the English department at Prairie State College will coordinate the reading and developmental English programs to integrate them, and Sauk Valley Community College has combined the developmental and college mathematics faculty into one academic area.

Thirteen colleges did not report data or indicated that students currently are not tracked from remedial/developmental to college-level courses. Again, the reasons most commonly cited were inadequate student information systems and/or lack of staff time that can be devoted to data collection and analysis. Eight of the thirteen colleges reported that tracking of students from remedial/developmental to college-level courses will begin in fiscal year 1999. Two colleges, John Wood Community College and Illinois Central College, will add staff to address evaluation issues for developmental education. Joliet Junior College reported that, until 1996, developmental education was the responsibility of the departments that provided the instruction. Recently, the college organized the Developmental Education Committee, led by the Dean of Arts and Sciences, that acts in an advisory capacity to evaluate coursework and/or requirements necessary for students who require remediation to succeed in college-level work. The committee will also review and recommend policies and procedures for the developmental education program. In addition, two interesting policies have been implemented at Joliet Junior College. First, students who are required to take three or more remedial/developmental courses must also enroll in a course entitled

"Orientation to the College Experience." Second, the college will begin using a course clustering approach. A cohort of students will enroll in paired developmental courses, either English and reading or reading and composition. Faculty who teach the courses will work together to develop assignments and provide overlap in the subject matter of the two courses. The objective is to help students make connections between the two subjects and the skills being taught.

Clearly, Illinois community colleges are responding to the needs of students who require remediation. Given the uniqueness of each college and the student population each serves, it is expected that policies related to remedial/developmental instruction and the structure of the programs through which the instruction is delivered will vary among institutions. However, **it is essential that all colleges track student performance within remedial/developmental programs as well as students' transition from remedial/developmental courses to college-level work in order to assure the effectiveness of developmental instruction and provide direction for policies that will maximize students' chances for academic success.**

3. **Colleges were asked what steps were taken during 1997-98 to increase assistance to high school students to improve their preparation for college, and what other steps have been taken to increase opportunities for high school students to earn college credit?**

Increased Assistance to High School Students to Improve Preparation for College. Community colleges serve well-defined districts and, typically, have close working relationships with the high schools within their district. They serve as a resource to high schools by providing assistance to students in identifying their goals for postsecondary transfer or occupational education and the high school preparation they will need to successfully pursue those goals. By working with the high schools to increase students' preparation for college, the colleges hope to reduce the need for students to take remedial/developmental courses and increase the speed at which they can pursue their educational goals. The colleges reported numerous activities that are intended to assist high school students prepare for college. The most commonly reported activities include:

- Providing on-site advising, placement testing, and/or registration at the high schools. Most colleges work with high school seniors, but both Rend Lake College and Waubonsee Community College offer placement testing to high school juniors. For those who need additional preparation, the colleges make developmental courses available in reading and English. Rend Lake College offers these classes over the Internet.
- Offering ACT and SAT preparation classes.
- Providing feedback reports to high schools regarding the academic outcomes and status of their graduates.
- Giving informational presentations to high school students and their parents on topics such as the programs offered at the college, financial aid, and career planning.
- Developing course articulation with high schools to eliminate the need for students to repeat subject matter at the college.
- Providing campus tours for high students.

- Hosting meetings for area high school principals, counselors, and faculty to discuss issues of common concern or collaborate in curriculum development.
- Hosting career fairs, academic competitions, and other events that involve high school students.

In addition, individual colleges reported various unique or innovative activities with area high schools. For example, during fiscal year 1998, Belleville Area College participated in a pilot project to integrate the Illinois Learning Standards in mathematics in grades K-12 with college admission and placement criteria in order to provide a smooth transition from secondary to postsecondary education. Four colleges described Summer Bridge programs for recent high school graduates. Both Wilbur Wright College and Harold Washington College offer Summer Bridge programs designed to orient recent high school graduates to the college. The College of Lake County offers a Bridges program designed for Hispanic students, and Triton College piloted a Summer Bridge program for students in need of remediation. Several colleges offer programs that target minority students and their families. The SYNERGY program at Elgin Community College was created to increase awareness of the college among ethnically diverse high school students and their families. The Black Diamond Award Ceremony hosted by the College of Lake County introduces African-American students and their families to the college's transfer and occupational programs.

Other activities reported by the colleges include a pre-collegiate summer program for middle and high school students offered by Waubonsee Community College to provide educational enrichment activities aimed at encouraging them to complete high school and then continue into higher education. Lake Land College used a Scientific Literacy grant to team four high school educators with a college instructor to teach a Biotechnology course using the Internet, local instruction, and distance learning. The goal of the course was to improve science education to rural school districts. At the request of high school district superintendents, Rend Lake College developed an English as a Second Language class for delivery over the distance learning network. Frontier Community College offered the DISCOVER career guidance program to freshmen and sophomores at six local high schools to allow students to make career selections early and pursue appropriate preparatory courses in high school. Several colleges participate in Upward Bound or Educational Talent Search programs, both of which target low-income and first-generation college students for enrichment instruction and activities that encourage high school completion and subsequent college enrollment.

Finally, two colleges described partnership activities with high schools and businesses. The College of Lake County participated in Access to Success in partnership with Baxter Corporation and Waukegan High School. The program is designed to identify high school students interested in allied health programs, to support their interest, and to provide financial and mentoring support to those students who enroll in college allied health programs. Parkland College partnered with the Champaign County Chamber of Commerce in Project Insight which matched 130 high school juniors with business partners for job shadowing experiences.

Increasing Opportunities for High School Students to Earn College Credit. Another means to facilitate student educational advancement is providing opportunities for qualified high school

students to earn college credit. All of the colleges reported efforts to provide such opportunities. The most commonly reported means for high school students to earn college credit include:

- Dual enrollment in courses that provide both high school and college credit.
- Enrollment in college courses. Most colleges make classes available to students on-campus. In addition, some colleges make classes available at the high schools via interactive television or over the Internet.
- Enrollment in Tech Prep programs in which some high school courses are articulated for college credit.
- Participation in Credit in Escrow programs that allow high school students to take college classes and earn credit that is held in escrow at the college until the student enrolls there.
- Participation in programs for gifted or honors high school students that usually provide opportunities for the high school students to receive tuition waivers for college classes.
- Completion of high school courses (other than Tech Prep) that are articulated for college credit.
- Waiver of particular courses based on achievement of acceptable scores on Advanced Placement Tests.
- Waiver of particular courses based on achievement of acceptable scores on CLEP and other proficiency examinations.

In addition to the more traditional methods for making college credit available to high school students, some colleges reported innovative initiatives. For example, Wabash Valley College participates in a summer theater of performing arts program for youth in conjunction with the local school district. Students have the opportunity to earn college credit in performing arts for their music and drama activities. Waubonsee Community College is partnering with Caterpillar to offer selected high school students the opportunity to enroll in job related college coursework while interning at Caterpillar.

B. Short-Term Certificates. Program review summaries submitted by the colleges last year (fiscal year 1997) indicated that low completion rates continue to be a concern for many occupational program areas. Continuously low completion rates for degree and/or certificate programs suggest that the programs may not be meeting students' educational goals. A recommendation in the fiscal year 1997 *Accountability and Productivity Report for the Illinois Community College System* stated that, "For occupational programs with low completion rates, colleges should consider developing specialized certificates within programs that serve targeted training needs of students when appropriate." **During 1997-98, colleges were asked to examine occupational programs with low completion rates (less than one completion per five enrollments annually) to determine if one or more short, targeted certificates would better meet student educational goals, based on coursetaking behavior and other pertinent factors, including the willingness of employers to hire students before program completion.** A discussion of the colleges' findings follows.

When colleges examined occupational programs with low completion rates, several reported that certificate programs already existed in the identified programs, but often completion rates for the certificate mirrored rates for the degree program. A number of reasons for low completion rates were cited frequently in the college reports.

- At some colleges, policies allow students to self-select into programs, and their enrollment in a program is not always an accurate reflection of their intent.
- Often students enroll in a program, even though they only intend to take a few courses to upgrade existing skills or acquire new skills related to their current employment.
- In some occupational areas (i.e., law enforcement), students tend to transfer to a four-year institution prior to completing an AAS degree.
- Students often complete the requirements for a program and move into employment, but do not file for graduation. This is especially true for occupations in which certification or licensure is required. The student's goal is to become certified or licensed, not necessarily to graduate from the program.
- In some occupational areas, students can be readily employed without completing the entire program.
- Nontraditional students, many of whom have family and job responsibilities and may have limited resources for education, tend to take a long time to complete a degree.

The colleges reported a variety of ways in which they are addressing issues related to low completion rates. In some cases, improvements in student information systems and processes for coding students are being implemented. For example, Belleville Area College allows students to self-select a program and enrollment objective. To assure that data systems will define and identify program enrollees in a way that is usable in expressing student outcomes, all occupational students are contacted by letter to corroborate their program code. Once established, students must have counselor or coordinator permission to change their program code. City Colleges of Chicago established a new district policy in fiscal year 1998 that requires students to complete 12 credit hours of college work before being allowed to enter a specific occupational program. It is believed that this system will allow accurate identification of student intent and provide a more reliable means to report completion rates. A degree audit option will be installed on the student information system at Black Hawk College. Students will automatically receive reminders to file for graduation when all program requirements have been completed.

In addition to addressing the general issue of accurate data collection related to program completers, the colleges examined specific occupational programs to determine if the addition of short-term, targeted certificates would better serve students' educational goals. In certain occupational areas, there was consensus that the addition of short-term certificates would probably not affect completion rates. For example, the fire fighting field does not recognize short-term certificates. While completion rates are low for AAS in Fire Science degrees, employed fire fighters take courses in order to advance in the occupation. In the area of Food Service, employment is possible with a combination of experience, general education courses, and a few food service courses. However, the colleges affirmed the need to offer degrees in these areas to provide opportunities for students who desire to advance within the occupation.

There were also some occupational areas for which there is great demand for short-term certificates. For occupations related to computer technology, such as Computer Information Systems and Office Technologies, short-term certificates appear to be an effective answer to rapidly developing changes in computer technology. Wilbur Wright College reported that job market data show few employment opportunities for graduates of the current programming-focused Computer Information Systems program. The college created a transfer curriculum in

computer science that emphasizes programming and mathematics, as well as a software specialist certificate. A short certificate in Microsoft Office was successfully piloted at Kaskaskia College beginning in fall 1997. Lake Land College is developing a new program in Network Administration that includes an AAS degree, a one-year certificate, and several short-term certificates. The program advisory committee recommended the short-term certificates since many students in the program will receive employment opportunities prior to the completion of the AAS degree. At Oakton Community College, certificates were created in World Wide Web, animation and multimedia, and local area networking. Prairie State College reported the creation of a short-term certificate in the Office Administration and Technology program to familiarize students with a software suite package for business applications and two new short-term certificates designed to prepare students for the Microsoft Office User Specialist exams at the "Proficient" and "Expert" levels. Several new certificates were also created in the Computer Information Systems program. Waubonsee Community College added certificates in Help Desk Specialist and Network Administration, and John Wood Community College indicated that short-term certificates in computer-aided design may prove beneficial since employers are clearly interested in individuals with specific skill sets.

While short-term certificates appear to be particularly appropriate for programs related to computer technology, the colleges reported a number of other occupational areas for which short-term certificates recently have been developed. Illinois Central College began offering an option within its Materials and Logistics Management program in response to industry demand for certified employees in this occupation. Highland Community College decided to modularize offerings in office technology, maintenance, computers, and automotive areas for implementation in fiscal year 1999.

As part of an ICCB grant for occupational skills standards, Wabash Valley College is organizing a short-term certificate in manufacturing. The goal of the initiative is to (1) identify high school juniors and seniors who have no plans for college-level coursework, (2) identify area industries in need of entry-level production workers, and (3) offer a short-term certificate consisting of work-place skills as well as technical skills, such that the participating employers will have entry-level employees available with skills levels above those of individuals "off the street." Both the College of Lake County and Oakton Community College developed Medical Billing certificates in response to physicians' request for a certificate that recognizes specific competencies in the complicated field of health insurance. Spoon River College recently replaced its 33 credit hour welding program with two short-term certificates of 17 and six credit hours. Several colleges also reported that short-term certificates designed to serve Welfare-to-Work clients are being considered or developed in areas such as food service worker, rudimentary auto care, customer service, computer service, and phlebotomy.

Community colleges strive to be responsive to the needs of students as well as local employers. The development of certificate programs is integral to this effort. Three colleges gave indications in their reports of the overall role certificate programs play in the institutions' response to the needs of both students and employers. McHenry County College reported that the college discovered the value to students and area employers of short-term certificates a number of years ago. Currently, the college offers 22 certificate programs of less than 30 credit hours in 13 occupational program areas. In recent years, Illinois Valley Community College has moved in

the direction of offering new or revised certificates which were developed with specific education and training objectives for the student to enable them to complete in a short period of time and be immediately employable. The college has developed or revised 18 short-term certificate programs, and several more are being researched and developed. William Rainey Harper College reported that five new short-term certificates have been developed and 23 others have been modified within the last two years to address the issue of low completion rates.

Clearly, the colleges are responding to the needs of students and employers within their districts and the state by designing short-term certificates when student educational goals and employer needs indicate they are appropriate, particularly in occupations that depend upon rapidly changing technology. **It is essential that colleges continue to carefully monitor completion rates as one means of determining whether occupational programs match student educational goals and the needs of employers. In addition, colleges need to strive to assure that policies regarding student classification support the collection of accurate data regarding program enrollments and completions.**

Performance-Based Incentives - District-Based Component. In 1996, the ICCB System Funding Task Force recommended that "funding plans should encourage and reward quality, efficiency, productivity, and innovation through performance-based components." The Presidents Council and other constituent groups supported a funding request to explore the feasibility of performance-based funding, and the Illinois General Assembly appropriated funds to the ICCB to initiate a study of performance-based funding for Illinois community colleges. A grant was made to Oakton Community College to coordinate a performance-based funding project which began in January 1997. An Advisory Committee with broad-based representation from trustees, administrators, faculty, and students recommended strategies and activities to the ICCB to build consensus about performance funding and to implement a performance-based funding pilot project in fiscal year 1999. The Board accepted the recommendations of the advisory committee in May 1998. The performance-based funding pilot model is a two-tier model that includes (1) measures that reflect statewide goals for community colleges and (2) district-specific measures that reflect autonomy, mission differentiation, and community needs. In response to colleges' concerns about data burdens, the district-based goal has been incorporated into the PQP report as a focus area and other reporting requirements for this report have been reduced.

During fiscal year 1998, each college district identified (1) a goal area of workforce development, technology, or responsiveness to local needs; (2) a specific goal and a plan to indicate a process for achieving that goal; (3) a baseline that illustrates current status; and (4) benchmarks that indicate progress in achieving that goal. The resulting plans for the district goals have been submitted to the ICCB as part of the fiscal year 1998 PQP report and will be the basis for the allocation of up to 40 percent of the performance-based funds available to each college for fiscal year 1999. The benchmarks projected for four fiscal years will be included in subsequent PQP submissions. Panels of peer reviewers will determine the appropriateness of each district plan and will evaluate the annual progress achieved toward the identified goal.

The goal area chosen by each district and a broad goal statement for each follows:

Goal Area: Workforce Development

- **Heartland Community College** will increase workforce development activities, including customized training for area businesses and noncredit offerings for professional development, small business management, vocational preparation, and employment skills enhancement.
- **Illinois Eastern Community Colleges** will undertake a districtwide workforce development project to incorporate Illinois Occupational Skills Standards into the district's occupational curricula. Reconfigured curricula will be designated as Skills Standards-Enhanced Programs.
- **Kaskaskia College** will increase its responsiveness to identified workforce needs of district manufacturers and businesses.
- **Morton College** will assure the community that it is a full participant in the development of a world class workforce and provide for full participation by all constituencies in the determination of strategic objectives.
- **Oakton Community College** will plan and implement a project to reconfigure and deliver credit and/or noncredit curricula to improve the district's ability to meet the needs of employers and employees.
- **Richland Community College** will develop, in partnership with the Decatur/Macon County Economic Development Corporation, a Work Keys Service designed to match employer needs in the service area region with individuals seeking employment.
- **Spoon River College** will improve the district's ability to meet the needs of the workforce through new and/or reconfigured credit and noncredit workforce development offerings based on the needs of employers and employee groups in the district.
- **John Wood Community College** will create a comprehensive educational center that allows students and employers to take advantage of the diverse services the college network can offer.

Goal Area: Technology

- **Belleville Area College** will implement advanced instructional technologies across the curricula through acquisition of qualified support personnel, extensive faculty development, and the construction of appropriate laboratories, classrooms, and other facilities.
- **Black Hawk College** will improve access to education and facilitate student learning by providing web-based and web-enhanced course delivery.
- **College of DuPage** will establish a Center for Teaching, Learning, and Human Resource Development in response to the local need for improving teaching and learning
- **Elgin Community College** will improve access to and use of technology by students and employees.
- **William Rainey Harper College** will focus on the campuswide upgrade to the Microsoft NT operating system to positively impact teaching and learning and ensure the college will be year 2000 compliant.

- **Illinois Valley Community College** will create a professional development program for faculty that facilitates the integration of instructional technologies in the classroom to improve teaching and learning.
- **Joliet Junior College** will implement technology in the instructional area to provide access to all students for e-mail accounts.
- **Kishwaukee College** will enhance delivery of community education courses, developmental courses, business and industry courses, and career and transfer courses and programs by incorporating the use of the Internet in a variety of ways.
- **College of Lake County** will identify and implement a new technical system to respond to the college's changing needs to meet the challenge of preparing to better use technology to communicate and access information
- **Lake Land College** will expand the use of computer-based technologies as a classroom tool, expand access to district residents through online instructional delivery, and determine the effectiveness of online courses in comparison with face-to-face instruction.
- **Lewis and Clark Community College** will increase two times over the 1998 level, the number of full-time faculty engaged in the use of instructional technology in the classroom by August 2002. The effectiveness of instructional technology to increase access and to increase retention will be evaluated in relationship to 1998 baseline data.
- **Lincoln Land Community College** will expand the use of technology throughout the college district by providing students with access to modern technology, providing instructors with classroom technology and training, and providing instruction to students and business through distance delivery systems.
- **John A. Logan College** will expand current distance learning course offerings and determine their effectiveness as a teaching and learning tool.
- **Moraine Valley Community College** will implement planned, prioritized improvements in educational technology hardware, software, and systems to enhance curriculum delivery, improve programs, services and accessibility, and support new processes for teaching and learning based on the development and approval of a Technology Plan
- **Parkland College** will implement improvements in the institution's approach to technology by following a model of technological diffusion from a central base that will allow for expansion and a central uniform baseline of hardware and software combined with department specific compatible elements.
- **Prairie State College** will implement a technology plan to enhance and upgrade the technology available to college faculty, staff, and students and to take steps to assure that reasonable training opportunities are made available to all personnel so they in turn can improve both instruction and other services for students.
- **Rock Valley College** will plan and implement several initiatives for the alternative delivery of instruction and determine their relative success compared to traditional delivery.
- **Sauk Valley Community College** will improve the effectiveness of teaching through infusion of technology in the learning process.
- **Shawnee Community College** will become viable as an educational center with state-of-the-art technology for the district students and the general public.

- **South Suburban College** will develop, implement, and evaluate a cost-effective Technology Plan that will use current and emerging technologies to enhance student learning.
- **Waubonsee Community College** will expand current distance learning course offerings and will assess student satisfaction with distance learning courses.

Goal Area: Responsiveness to Local Needs

- **City Colleges of Chicago:**
  Richard J. Daley College will develop partnership programs for juniors and seniors with the 17 area high schools and increase the number of their graduates entering the college.
  Kennedy-King College will expand alliances with the community and business organizations to provide students with increased opportunities, and create career pathways for high school students to increase the number of Chicago Public School students that matriculate to the college.
  Malcolm X College will review all credit and noncredit curricula to determine which curricula can be reconfigured to improve the college's ability to provide Alternative Workforce Development Programs for employers and employees.
  Olive-Harvey College will offer learning programs and services in response to environmental and safety issues impacting the community.
  Harry S Truman College will conduct an in-depth self-study of credit, pre-credit, and continuing education programs and curricula currently in place to serve non-English speaking students enrolled in English as a Second Language (ESL), Adult Learning Skills Program, and developmental courses and develop and implement a plan to enhance the teaching and learning process for ESL students.
  Harold Washington College will increase and strengthen partnerships with external organizations.
  Wilbur Wright College will forge stronger linkages with area feeder high schools and provide accessible educational and cultural resources to the college's various service areas.
- **Danville Area Community College** will provide quality, innovative, and adaptive programs and services which meet the life-long academic, cultural, and workforce needs of its diverse community.
- **Highland Community College** will lead the institution to a greater understanding and appreciation of cultural diversity.
- **Illinois Central College** will assess the need for courses and programs that the college should deliver to business and industry in the district.
- **Kankakee Community College** will develop and implement innovative and responsive programs and services for specific target markets, creatively building on established strengths and developing new areas of expertise.
- **McHenry County College** will review/refine, as appropriate, current technology-reliant communications systems and processes for the purpose of maximizing the staff's ability to operate the college efficiently and deliver education, training, and services in an effective and responsive fashion.

- **Metropolitan Community College** will lead schools in Districts 188 and 189 in efforts to prepare area youth for entrepreneurship by providing appropriate education and curricula to area educators.
- **Rend Lake College** will expand cultural offerings, social skill instruction, and academic offerings to K-12 students in the college district, to promote their social, cultural, and academic development.
- **Carl Sandburg College** will continue and increase its partnerships in the community to more accurately identify needs and pool resources to achieve more measurable results.
- **Southeastern Illinois College** will plan and implement a program which will provide a comprehensive learning environment for families showing great need in the areas of employment training, life skills development, leadership development, career training, and basic social needs.
- **Triton College** will further develop a Summer Bridge program that was created as an intervention measure for in-district graduating high school seniors who are academically at-risk based on their college placement test scores.

Administrative Productivity. Administrative productivity is characterized by the extent and effectiveness of administrative functions in supporting the mission of the institution. Productivity concerns arise if administrative functions are not closely tied to the institution's mission or if services and functions are duplicated by more than one unit. In the IBHE's *Priority, Quality, and Productivity Initiative Summary and Assessment of 1996-97 and Recommendations for 1997-98* (November 11, 1997) it is stated that, "The potential for productivity improvements through the elimination, reduction, and consolidation of redundant and inefficient activities should be a focus of campus productivity during the next year." **For fiscal year 1998, colleges were asked to review all administrative units and functions to determine (1) if they are central to the college's mission, (2) if there is redundancy of functions within or across academic units, and (3) if administrative expenditures are significantly above or below the peer group average. Further, colleges were asked to discuss plans to address inefficiencies and/or redundant functions as well as administrative costs that are significantly above or below the peer group average. Finally, colleges were asked to describe the most significant improvements that have been made or are planned to the administrative functions as a result of the review.** A summary of the college responses follows.

Centrality and Efficiency of Administrative Units and Functions. The fiscal year 1997 *Accountability and Productivity Report for the Illinois Community College System* provided information about how the colleges have been strengthening linkages and integrating planning, budgeting, program approval, and program review around college priorities. Reports from the colleges clearly affirmed that priority, quality, and productivity concepts were being infused into all aspects of the institutions including planning, administration, programs, and services. Through strategic planning initiatives, colleges have set institutional priorities and have taken a holistic approach in examining the effectiveness of the institution, rather than viewing each component in isolation. The colleges' reports on administrative productivity for fiscal year 1998 provide ongoing evidence that institutions have strategically used elimination, consolidation, and restructuring of positions, units, and functions to reduce identified inefficiencies and distribute resources to areas of highest priority.

Colleges review all administrative units and functions at least every five years, and many do so annually. For example, the College of Lake County has a process for administrative review that parallels program review. Department review looks at those departments that do not fall under the current program review structure. The goal of the department review is to explore the strengths and challenges of the departments and the actions that can be taken for improvement. It provides a basis for decision-making as the departments design their plans for future years.

Five colleges described the results of sustained efforts to remain administratively efficient over time, yet maintain the flexibility to respond to enrollment growth and changing priorities. Kishwaukee College reported that the number of administrative and managerial positions has not changed significantly since 1987. However, the duties, responsibilities, and reporting relationships within these areas have been modified substantially to enable the college to respond to emerging needs. Rend Lake College reported a 46 percent increase in credit hours generated over 20 years, while full-time faculty decreased by 2 percent and college-funded administrative positions increased by only 12 percent. At Carl Sandburg College, the ratio of administrative positions to credit hours has been decreasing since 1994, indicating the college is increasing the efficiency of its administrative capabilities. Over the past decade, Triton College has reduced the number of administrators by 30 percent and the number of support staff by 6 percent, mainly through attrition and consolidation. The college has one of the lowest ratios of administrators to full-time equivalent students of any of its peer colleges, and has successfully accomplished its goal of bringing costs in line with current revenues. Kaskaskia College reported that, as a result of effective planning and the implementation of productivity, efficiency, and accountability measures, the college eliminated its deficit of $1.7 million in the first three years of the planning cycle.

Three colleges identified units that were less than central to the college's mission. Triton College eliminated the printing office and outsourced all printing at a considerable savings to the college. John Wood Community College determined that the Children's Center's liability as a cost center outweighed its value as a modest revenue center and as a student and staff service. The college outsourced this function to a large local child care provider and anticipates that annual financial losses will be eliminated with no reduction in level of service. Relatedly, Lewis and Clark Community College did not apply for refunding of a DCCA grant for a Procurement Center and redirected the college match for the grant to the general fund to be used in areas of higher priority.

Twenty-eight colleges reported achieving administrative efficiencies through the strategic elimination, consolidation, or redistribution of responsibilities for administrative positions, and 26 colleges reported similar actions involving administrative units and/or functions. For example, Harold Washington College identified several units in which employees had intake and registration functions. These employees were transferred to the Admissions Office and cross-trained. The Career Planning and Placement Center and the Transfer Center in addition to Academic Support and Remedial Developmental programs will be combined. Lincoln Land Community College implemented a new organizational structure in fiscal year 1998 that consolidated Academic Services, Community and Economic Development Services, and Student Services into the division of Education and Student Services and created a new division of Planning and Institutional Advancement. At Moraine Valley Community College, the number of deans in the Student Development division was reduced from three to two, which made possible the creation of the

position of Coordinator of Minority Student Recruitment and Retention. The offices of admissions and recruitment were consolidated to improve marketing and student enrollment and registration. An information center will be staffed with employees freed up by the development of a web-based self-registration option for students. Shawnee Community College reorganized adult and developmental education into a single unit and placed numerous grant programs under one administrator to more effectively utilize grant funds for designated students. Lake Land College combined all areas of workforce development under the Associate Vice President for Workforce Development to provide more efficient administration. At Parkland College, the Intensive English Program was consolidated with the Humanities pre-college ESL courses, and the positions of Director of Systems and Programming and Dean of Academic Technologies were combined. All college-level and developmental mathematics courses at Sauk Valley Community College were consolidated under one dean. South Suburban College merged positions to create a Director of Enrollment Management and Retention. In addition, duplicative duties of the Treasurer were assigned to the Director of Business and Accounting and the Director of Administrative Services, resulting in the elimination of one position.

Five colleges reported consolidations of computing functions to centralize administrative responsibilities and provide a more coordinated approach to rapid technological changes. Oakton Community College created the position of Associate Vice President for Information Technology to coordinate a collegewide effort to implement client server technology and create an integrated computing environment. Kaskaskia College, Rock Valley College, and Southeastern Illinois College have consolidated administrative and academic computing to eliminate duplication and centralize all functions. Joliet Junior College reported that supervisory tasks for instructional computer labs will be consolidated to address a situation where the labs evolved over time without a master plan.

Black Hawk College, William Rainey Harper College, Illinois Central College, Kishwaukee College, McHenry County College, Moraine Valley Community College, Oakton Community College, and Spoon River College described policies that allow them to use planned retirements and other position vacancies to redirect human and financial resources to areas of high priority when appropriate. As vacancies occur, the positions are reviewed to determine whether the position should be eliminated, reconfigured, combined with another position, or filled as in the past. For instance, Oakton Community College anticipates 40-50 faculty retirements over the next four years. Administrators will use this as an opportunity to examine enrollments, demand, and future plans for curricular needs, and hire faculty in high demand and emerging areas.

The concept of shared institutional responsibility is reflected in the number of colleges that reported using teams or committees to enhance some administrative responsibilities. This approach allows the colleges to benefit from the broad-based expertise and creativity of existing staff in addressing issues that have institutionwide impact. For example, Belleville Area College determined that efforts to advance instructional and informational technologies need closer coordination. As a result, a technology committee consisting of individuals from three different divisions and guided by a single administrator was formed. Kennedy-King College uses committees in recruitment, strategic planning, financial management, and grants management. Danville Area Community College established a Technology Resources and Services team that meets monthly to improve planning, coordination, and communication related to technology

resources. At Joliet Junior College, use of the technology planning committee has been expanded to ensure that the college is fully aware of the plans for and the functional uses of technology resources. The committee eliminated duplicate purchases of both hardware and software that were not critical to the operation of a program or unit. Spoon River College implemented a team delivery approach for welfare-to-work and career/placement programs.

Despite the many improvements noted in eliminating duplication across administrative areas, colleges report that certain situations necessitate duplication in order to provide quality services and instruction to students of the district. Most commonly, this occurs at branch campuses located some distance from the main campus. For example, Black Hawk College's East Campus is located 55 miles from the main campus, making it necessary to duplicate support structures where appropriate. The college continuously reviews alternate methods of providing dual service, such as improved coordination between the two Learning Resource Centers, and a Director of Support Services who works on both campuses. Wilbur Wright College has three campuses each offering a significantly different set of instructional services to more than 16,000 students per semester. Clerical support in business, financial aid, job placement, and student services must be duplicated across the three campuses. However, administrative staff perform multiple functions. The Vice President for Academic Affairs supervises business and facilities functions at all three campuses, in addition to academic programs. The Vice President for Support Services also oversees all clerical and technical support services at the three campuses. In the Illinois Eastern Community College district, the geographical separation of the four colleges necessitates the support of administrative structures at each college.

Note: *A separate discussion of the most significant improvements made or planned for administrative units and functions is unnecessary, as the improvements are included in the preceding section.*

Unit Costs for Administrative Units and Functions. Colleges were asked to provide reasons for administrative expenditures that were significantly above or below the average for institutions within their peer group, since the level of expenditures as compared to like institutions may provide an indication of inefficiencies if costs are significantly higher than average. Conversely, if costs are significantly lower than average, concerns about the quality of the units and functions may arise. Even though peer groups were used for comparative purposes, it must be recognized that direct comparisons among colleges are not always valid, since environmental characteristics and historical trends vary among the colleges.

In instances where there was a wide variance among unit costs within a peer group, colleges suggested that it was likely that accounting methods vary from district to district. For example, administrative data processing costs appeared high for Moraine Valley Community College. The college pointed out that there was a wide range of costs in that reporting category among the members of the peer group (from $2.80 to $10.17), suggesting that some institutions absorb a majority of these costs in a single account, while others distribute it among various divisions. Academic administration and planning costs were comparatively high for Spoon River College, but the college noted that costs in that category are inflated because some administrative personnel perform tasks that are considered departmental functions at most other colleges.

The Uniform Financial Reporting System (UFRS) recently implemented by the ICCB is intended to standardize financial reporting across the system and alleviate some of the problems in making cost comparisons due to different accounting systems. However, there may be substantial one-time shifts among cost categories for colleges as they make adjustments to the standardized UFRS reporting. For example, Prairie State College experienced a significant fluctuation in unit costs in fiscal year 1997 (a sharp decrease in academic administration and planning costs and concomitant increases in general administration and learning resources) related to implementing UFRS reporting. The college emphasized that the fluctuation in costs did not reflect a shift in budgetary expenditures or priorities.

For colleges with comparatively high costs in a particular functional area, reasons cited included small enrollments in comparison to peer institutions which do not allow efficiencies of scale, a large nonrecurring expenditure, inclusion of grant funds in reported expenditures, and salaries for senior administrators. For example, Richard J. Daley College reported that comparatively high administrative costs reflect start-up costs for the West Side Technical Institute. Once student capacity is reached, the college expects administrative unit costs to moderate. Costs for learning resources at Harold Washington College were high due to expenses related to preparation for complete automation of the Learning Resource Center. Spoon River College reported that administrative data processing costs were high primarily due to expenses associated with an upgrade to hardware for the information system. Costs in this area are not expected to moderate, however, due to needed increases in staff and a commitment to continue to upgrade equipment. Danville Area Community College, Highland Community College, John A. Logan College, Parkland College, and John Wood Community College reported that grant-based, restricted purpose funds inflate administrative costs, particularly in the area of student services.

Some colleges reported progress in moderating high costs. Black Hawk College reported a 22 percent decrease in Academic Administration and Planning costs for fiscal year 1997 from the preceding year, which the college attributed to a more efficient organization of administrative functions. To address high costs in the General Institutional category, both William Rainey Harper College and John Wood Community College negotiated new, less-expensive insurance contracts.

Six colleges that exhibited comparatively low administrative costs either overall or in specific categories attributed the below-average costs directly to reorganization of units and functions. In addition, Highland Community College reported that two of the three deans teach some classes with a portion of their salary charged to direct instructional expense. Also, expenses for the Vice President of Academic Affairs and Student Development are split between the two functional areas. Illinois Central College attributed low costs in administrative data processing to the low cost of operating its mainframe computer. However, the college is currently replacing the mainframe with a new client server and expects costs to increase as a result. Southeastern Illinois College expects existing low costs for administrative data processing to move closer to the average for its peer group due to a reorganization of the information technology function. Overall administrative unit costs for Lake Land College were slightly below the peer group average for fiscal year 1995 and 1996, but significantly below the average for fiscal year 1997. For fiscal year 1997, college costs decreased only slightly from the previous year ($0.74), while the peer

group average increase was $2.52. The college concluded that its costs had remained stable and that no action is indicated.

Analyses of PQP/Program Review Results
Fiscal Year 1998

This section of the report highlights quality enhancement and productivity activities and initiatives taking place at community colleges in instructional programs. In previous years, this section has also included information regarding the results of the colleges' reviews of overall academic, academic and student support, administrative, and public service functions. In view of the need for colleges to begin reporting on district-based goals within the Performance-Based Incentive System, the colleges will be asked to report on only one of these functional areas each year. For fiscal year 1998, colleges were asked to report on administrative functions as a focus area. Results of those reports appear in a previous section of this report. Table 1 provides aggregate dollar figures reported by colleges in their report sections focusing on Priorities, Quality, and Productivity initiatives for instructional programs and administrative functions. Estimates of annual and long-term savings from improvements and targets for reallocations were requested. However, exact dollar figures were not readily available for many productivity initiatives. Consequently, reported dollar amounts should be interpreted with caution since the accounting of resource reallocations and benefits is not complete. In addition, due to differences in organizational structures among the colleges, similar activities and initiatives may be reported in different functional areas. Reported dollar figures include a combination of estimated cost benefits, revenues generated, and reallocations. Generally, they do not represent available dollars since savings in one area have been reinvested to support higher priority programs and services.

Table 1

PRODUCTIVITY IMPROVEMENTS IN ILLINOIS COMMUNITY COLLEGES
AGGREGATE DOLLARS REPORTED

Initiative	Annual Targeted Investment	Annual Reallocation	Projected Targeted Investment	Projected Reallocation
Administration	$17,100,000	$17,200,000	$3,700,000	$12,200,000
Instruction	10,900,000	9,800,000	3,300,000	3,980,000
TOTALS	$28,000,000	$27,000,000	$7,000,000	$16,180,000

Instructional Program Review. Program review is an established, essential tool for accountability within the Illinois community college system. The colleges annually review a portion of their instructional programs and evaluate them according to need, quality, and cost. Occupational programs are reviewed once every five years according to a systemwide established schedule. Transfer disciplines and adult and developmental education programs are reviewed on a five-year schedule established by the individual colleges. In addition, in keeping with the broad, institutional focus of the PQP initiative, student services and academic support programs are reviewed according to institution-established five-year cycles as well. In fiscal year 1998, community colleges reviewed a total of 659 occupational, 146 academic, 53 adult and developmental education, 36 student and academic support, and 9 other programs. A breakdown of this information by college appears in Appendix Table A-1.

Conclusions reached from an examination of need, quality, and cost provide the underlying information for setting priorities, assuring instructional quality, and strengthening productivity. Colleges reported over 1030 initiatives aimed at enhancing program quality and cutting costs. Initiatives aimed at improving instructional productivity and quality at the colleges resulted in an estimated $10.9 million in reallocations this year and projected reallocations of over $3.9 million the next five years.

This section presents a breakdown of college decisions by program area along with information on major improvements planned and reasons why colleges have chosen to discontinue programs or schedule them for further review. A detailed analysis of the results of these program reviews set within the context of the status of related occupations will be presented to the Illinois Community College Board in January 1999. The analysis will identify issues, trends, and/or concerns related to occupational areas and make recommendations, when appropriate.

Academic Program Review. Academic program reviews include general education disciplines (communications, math, physical and life science, social and behavioral science, and humanities/fine arts) and transfer programs in areas such as business, criminal justice, education, and agriculture. Community colleges are required to review all related programs at least once within a five-year cycle; however, colleges may determine when such reviews are scheduled. In fiscal year 1998, colleges reviewed a total of 146 academic programs. The reader will note that considerably more programs were reviewed in social science than in any other area. Twenty-seven programs, or nearly half of those listed in this discipline were reviewed by the four colleges in Illinois Eastern Community Colleges' district.

In their fiscal year 1998 reviews, colleges indicated that only minor changes were needed to improve nearly all programs. This finding is not surprising since courses within these programs have broad application to general education and may apply to baccalaureate major requirements for transfer. In addition, transfer courses are becoming increasingly applicable to applied science occupational programs. Major improvements planned for academic programs include upgrading computer labs and examining a computer literacy requirement for transfer degrees, upgrading materials, supplementing course offerings and relocating instruction, and examining current course offerings and student demand to better meet the need of students planning to apply coursework to baccalaureate major or general education requirements. Only two colleges will discontinue academic programs. One college will eliminate German as a foreign language by the year 2000,

while another will discontinue transfer courses in recreation/therapeutic recreation due to declines in enrollments and credit hours.

Academic/Transfer Programs Reviewed by Community Colleges in FY 1998
Numbers by Program/Discipline Area

Communications	Math	Science	Social Science	Humanities &Fine Arts	Other
11	15	17	53	17	33

Occupational Program Review. Each year, community colleges review specific programs and submit their findings to the ICCB. Within a five-year time span, all occupational programs are reviewed. Appendix Table A-2 summarizes the decisions that were made on all occupational programs that colleges evaluated in this program review cycle.

Based on their examination of program review outcomes, colleges can choose to (1) make minor changes to otherwise healthy programs, (2) significantly modify curricula to better address student or employer needs, (3) discontinue programs that are no longer viable, or (4) schedule programs for a subsequent review to address particular concerns such as low enrollments or high costs.

A breakdown of college decisions according to program area scheduled to be reviewed in this cycle appears below, along with information on major improvements planned and reasons why colleges have chosen to discontinue or schedule occupational programs for further review.

Fire Protection Programs **CIP 4302**
Examples of programs in this category include firefighter, fire inspection, and first responder.

# of colleges reviewing	# of curricula reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
27	66	61	1	0	4

A major improvement planned by a college for this program area is the appointment of a program coordinator from the local fire department. This action is expected to foster the development of needed courses for both paid and volunteer firefighters. Three colleges have scheduled a subsequent review of fire protection programs to determine if quality improvements have been successful and to further examine enrollment patterns as part of a broader assessment of need and effectiveness of fire protection curricula.

Diagnostic Health Programs **CIP 5109**

Examples of programs in this category include surgical technician, nuclear medicine technician, renal technology, diagnostic medical sonography, respiratory care, medical imaging, and radiology.

# of colleges reviewing	# of curricula reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
28	80	73	0	3	4

Colleges eliminated an emergency medical services (paramedic) certificate and an AAS and basic certificate in diagnostic medical sonography because of negative enrollment patterns, staffing problems, and questions of need as shown by labor market data. Three institutions will monitor programs in respiratory therapy and conduct subsequent reviews because of declines in enrollment, the need to evaluate the outcome of plans to bolster enrollments, and changes in the job market that may necessitate curricular revisions.

Construction Managers **CIP 4604**

Examples of programs in this category include Facilities Operation and Engineering, Building Codes and Enforcement, Property Maintenance and Managing, Building Maintenance.

# of colleges reviewing	# of curricula reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
13	19	15	1	2	1

Most colleges indicated construction manager programs are strong and in need of few changes; however, one institution plans to review its power systems program in the coming year because the program is new and only limited data concerning its strengths and weaknesses are available. A second college will modify an existing building maintenance program into short-term training in building trades. An apprenticeship program in painting and decorating and a building maintenance program were eliminated by two colleges.

Culinary **CIP 1205**

Examples of programs in this category include hospitality and food management, food and beverage operations, bed and breakfast operations management, food service administration, restaurant management, baking/pastry arts, banquet preparation, and short order cook.

# of colleges reviewing	# of curricula reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
21	84	64	6	7	7

Low enrollments prompted one institution to discontinue its programs in pastry chef, baking and culinary arts, and enter into a cooperative program with another institution, thereby maintaining training opportunities for students and cost efficiency for the college. Another college indicated that there is not sufficient student demand to warrant continuing its culinary arts/chef training program. A third will withdraw an AAS and three certificates in food management in order to evaluate and revise curricula to better align with industry needs. The same college will plan to relocate its pastry and baking program, implement new advertising and marketing strategies, and increase computer equipment and supplies. One institution reports that it will conduct a subsequent review to determine whether to expand its commercial cooking program, phase it out, or form a cooperative agreement to more adequately address area needs. Another institution will conduct subsequent reviews of six programs in order to evaluate if internship sites have increased, job placement workshops strengthened, and curricula revised to ensure students can complete the program requirements as efficiently as possible.

Administration and Management **CIP 5202**

Examples of programs in this area include Management and Supervision, Marketing Management, Industrial Supervision.

# of colleges reviewing	# of curricula reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
25	65	51	6	4	4

Major improvements planned by one institution include a curricular revision that would focus on IAI-approved courses in accounting and business law for both degree and certificate programs in mid-management. The college will also contact employers to create a custom-tailored set of competency-based courses and create a new program advisory committee. Another institution will improve syllabi, consider creating an advisory committee specifically for its mid-management program, and revising curricula to focus on sales and retail management. A third will restructure curricula to build a certificate in Marketing or Sales/Management in 30 hours and a related AAS in 30 additional hours. The college will consider moving its AAS in Business: Computer Information Systems from the business department to the computer science department to enhance credibility and attractiveness of the degree. Three colleges will discontinue programs in office management, mid-management, and industrial supervision due to declining enrollments, costly operation, and inability to justify program need. Reasons that prompted institutions to conduct subsequent reviews of mid-management curricula include limited resources, out-of-date technology, and lack of monitoring and follow-up on students' progress.

Cosmetology **CIP 1204**

In addition to cosmetology programs, examples of curricula in this area include Nail Care Technology and Salon Management.

# of colleges reviewing	# of curricula reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
14	19	16	0	3	0

Low enrollments caused one institution to withdraw its cosmetology program. Another college did not renew its contract for cosmetology instruction with a private institution which eliminated a cosmetology and a salon management program. Because of these program eliminations at the latter institution, no new students will be enrolled after June 30, 1998, but enrolled students will be allowed to continue until they have completed program requirements.

Administrative Secretary **CIP 5204**

Programs in this category include Software Specialist, Administrative Assistant, Clerk Typist, Desktop Publishing, Information Processing, Computer Information Systems, Legal Secretary, and Medical Secretary.

# of colleges reviewing	# of curricula reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
39	247	190	7	22	28

Colleges that indicated plans to make major improvements to administrative secretary programs will revise curricula and establish prerequisites, pilot new methods for increasing enrollment, obtain corporate endorsement by recruiting businesses to teach aspects of courses, add technical courses, and improve articulation with high schools. Programs in Word Processing, Office Administrative Services, Legal Services, Medical Office Assistant, and Medical Services; Office Information Systems, Secretarial/Administrative Assistant, Word Processing, WP Management, Word/Information Processing Operators; Applications Software Specialist, Office Assistant, Office Clerk, Transcribing Machine Operator Court and Convention Reporting were withdrawn by five institutions. One of these colleges withdrew three programs and restructured the curriculum in order to offer students an AAS degree in which a common core of courses comprises the first year of the degree with specializations available in the second year. Students that complete the first year could graduate with a certificate, or they could pursue advanced, specialized skills the second year without loss of credit. This approach reduces redundant courses, costs of delivery, and enhances program quality. One additional college withdrew an existing certificate in microcomputer applications in order to offer three new certificates in networking, programming, and software support.

Colleges that plan to review programs again in the coming year will do so to further assess whether programs can keep pace with the technical and theoretical changes that are occurring in this field, increase follow-up study response rates, determine why students are leaving college before completing programs, whether a faculty pool can be expanded, and review course cancellation policies, as well as examine improvements in course sequencing and scheduling. A machine shorthand speed development certificate program will be reviewed in the coming year

after a trial run of offering the program to a neighboring district's students in an attempt to increase enrollment and reduce costs.

Civil Engineering **CIP 1502**

# of Colleges Reviewing	# of Curricula Reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
4	8	5	3	0	0

Major improvements by one college include revising curriculum offerings in civil and environmental engineering technology and surveying to offer a more general technology degree that could transfer into a bachelor's degree for surveying. The college found that in order to sit for the Land-Surveyor-in-Training exam, students must have a baccalaureate degree. Therefore, a new configuration of degree requirements would more closely meet students' needs.

Dental Hygienist and Dental Assisting **CIP 5106**

# of Colleges Reviewing	# of Curricula Reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
13	17	15	0	0	2

In this relatively small program area, colleges report that programs are generally viable in terms of need, quality, and cost. One college reports that its program in dental assisting will undergo a subsequent review because of substantial changes in personnel. Another will make improvements in marketing and revise the curriculum and how courses are scheduled. Success in these efforts will be determined by a second review in the year ahead.

Technical Writing **CIP 2311**

This category also includes multi-media communications.

# of Colleges Reviewing	# of Curricula Reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
3	7	6	0	1	0

One institution reported that it had withdrawn its technical writing program three years ago. Two other colleges found their technical writing programs to require minimal improvements. They report there is currently a strong demand for skilled, technical communicators in the job market. Costs are minimal since courses frequently are taught by general education faculty. However, they note that hardware and software expenses can boost the cost of offering this curricula.

Food Worker **CIP 2004**

This category also includes dietary manager and dietary technician programs.

# of colleges reviewing	# of curricula reviewed	# continued with minor changes	# continued with major improvements	# discontinued	# scheduled for further review
6	10	8	0	0	2

One institution plans to review its food services program in the coming year because despite community interest in initial certification and skill up-grading, the college has been unable to find a qualified instructor. Another institution plans to further analyze results of a needs survey to determine if the area's food service industry can support this program.

State-Level Initiatives

During fiscal year 1998, a variety of initiatives were undertaken by the ICCB to strengthen accountability, provide enhanced service, and increase productivity. Summaries of several activities are presented below.

ICCB Goals and Objectives. The ICCB discussed goals and objectives at a special session in October 1997 and adopted revised goals and objectives at its January 1998 meeting. As a result, detailed work plans with activities, time lines, and responsibilities have been developed for each goal and objective. The work plans were developed with input from all staff. At the Board's suggestion, two objectives were developed under the goal areas of Leadership and Core Values and Technology. The Board is provided with status reports on the progress of the goals on a periodic basis.

Leadership and Core Values. In June 1997, Mr. Harry L. Crisp II, Chair, and members of the ICCB proposed that the community colleges embrace an initiative that focused on Leadership and Core Values. One of the objectives of this initiative is to engage the system in open, inclusive discussions of the underlying values and ideals that people from diverse backgrounds have in common. A statewide committee composed of community college presidents, faculty, staff, and community leaders was appointed to foster leadership and core values within the Illinois community college system. As an initial step, the committee planned a two-day working seminar on May 4 and 5, 1998 in Springfield, Illinois, that was attended by more than 230 persons representing nearly all of the 49 community colleges. The agenda for the committee for fiscal year 1999 includes soliciting grant proposals from community colleges to support core values projects on campuses and sponsoring a spring workshop on leadership.

Uniform Financial Reporting System. The Uniform Financial Reporting System (UFRS) is a major ICCB initiative to provide the system with a comprehensive financial database. UFRS is operational with audited data by college currently accessible on the ICCB Homepage. UFRS provides another tool for use in performing financial reviews and analysis of revenues, expenditures, assets, liabilities, and fund balances at the individual college level. Additional

analysis can be performed by college officials who have the capability of creating real time customized queries of the databases.

System Funding Initiatives. In system funding there has been an effort to expand the workforce preparation and advanced technology "block grants" to the system. This is part of an ongoing initiative to decouple at least a portion of state funding from credit enrollments. There are numerous efforts in the workforce preparation area where colleges provided expertise and services that do not tie directly to credit coursework, but are critical to accomplishing the community college system mission.

Performance-Based Funding. The ICCB endorsed a Performance-Based Incentive System (PBIS) pilot project to be implemented in fiscal year 1999. The performance-based funding pilot model is a two-tier model that includes (1) measures that reflect statewide goals for community colleges and (2) district-specific measures that reflect autonomy, mission differentiation, and community needs.

Articulation Panels. The Illinois Articulation Initiative is currently in Phase II which involves articulating lower-division coursework that will be acceptable for transfer to all participating postsecondary institutions for satisfying degree requirements in specific baccalaureate majors. During fiscal 1998, recommendations from the following panels were endorsed by the ICCB: English, Speech Communication, Mathematics, and Manufacturing Technology: Machining.

Illinois Articulation Initiative Website. As part of the Illinois Articulation Initiative, a website has been developed (http://www.iTransfer.org) to assist students, faculty, and staff to access information on general education core courses, conduct a step-by-step search of easily transferable courses by institution or academic discipline, or learn more about a variety of related topics including the history of the IAI and its development. In April 1998, recommendations for two baccalaureate major panels (Agriculture and Art/Art Education) were added to the site. Others will be added this summer (Elementary Education, Engineering, Psychology, and Secondary Education), and yet others will be added in following summers as they are ready.

Human Resource Investment Council and Subcommittee Work. The Human Resource Investment Council is a 33 member board that was created as the statewide advisory board for workforce preparation policy development. Leaders from the private sector, education, labor and community-based organizations are active participants. In fiscal year 1998, the Council prepared a report to Governor Edgar entitled "Investing in Illinoisans," which reported on the status of workforce development in Illinois, key issues, and recommendations for action. The Council launched the Task Force on Workforce System Coordination to examine the governance, funding, and administration of workforce development programs at the local level. The Task Force held four public hearings and gathered additional written testimony, examined coordination models and pertinent data, and developed policy recommendations based on this work. The results were approved unanimously by the HRIC in May 1998, and the document "Recommendations to Improve Coordination of Local Workforce Development Programs" was released in July. The work of the Task Force will greatly assist Illinois in improving workforce system coordination and implementing the federal Workforce Investment Act signed into law in August 1998.

Recognition. During fiscal year 1999, the ICCB will implement a streamlined revised recognition process which takes advantage of the substantial amounts of information that the colleges provide to the ICCB on a routine basis and relies less on information gathered through on-site visits to college campuses. Financial audit visits will be decoupled from the recognition process but audit results will remain a part of the process. Evaluations will be broadened to include quality indicators in addition to compliance standards. College visits will be arranged as necessary to review materials which are only available on campus or then in-depth discussions with personnel would be beneficial.

Technology. Since fiscal year 1994, the telecommunications-based instructional delivery system has received $60 million in state funds to establish over 370 distance classrooms throughout the state of Illinois higher education community. During fiscal year 1998, the networks embarked on the consolidation phase of the statewide network. In May 1997, Waubonsee Community College and Southern Illinois University at Carbondale, in cooperation with each of the member institutions of the ten higher education regional consortia, were awarded a Higher Education Cooperative Act grant to provide leadership to improve the connectivity among sites in the regional consortia. The project involves the installation of automated switching equipment at each site and providing other equipment and modifications to simplify and improve connections between sites. The project will move the interactive video network toward achieving the goals of reduced technical complexity, providing ubiquitous connectivity, and adopting a cohesive statewide number plan.

In January 1998, the Illinois Board of Higher Education endorsed the report of the Higher Education Technology Task Force, *The Illinois Century Network: New Dimensions for Education in Illinois*. The report calls for the state of Illinois to make significant investments in technology over the next five years: $150 million for a high-speed backbone to be used not only by higher education institutions, but also by state agencies, elementary and secondary schools and libraries; $255 million for technology improvements and enhancements on college and university campuses; and $125 million for operating costs over a five-year period.

Opportunities/Advancing Opportunities Program. The Illinois Community College System is an active participant in the state's efforts to implement welfare reform. The Opportunities welfare-to-work program which began in 1992 centered on the belief that education is the key to employment and empowerment. Welfare recipients were enrolled in associate degree, short-term vocational/occupational, GED, and basic skills programs. Recent changes in federal welfare legislation has impacted Illinois and the Opportunities Program by limiting the length of time individuals can receive benefits and attend educational programs. The emphasis is on work first. To meet this challenge, the Advancing Opportunities Program was created and expanded for fiscal year 1999, in partnership with the Department of Human Services, to focus on retraining and upgrading skills for welfare recipients who are employed and are in need of post-employment skills. The community college system is committed to helping welfare recipients move from low wage jobs into career ladder jobs where they can become totally self-sufficient.

Education-to-Careers (ETC). In October 1997, a state plan and grant application were submitted to the U.S. Department of Labor for federal School-to-Work Transition Opportunities Act funds. In February 1998, Illinois was awarded $9.125 million as part of a four-year $54 million federal

funding commitment. These funds have, in turn, been issued to Illinois' local partnerships to implement ETC and dedicated to statewide projects such as occupational skills standards.

Workforce Preparation Awards. Three colleges were recognized in May 1998 for their efforts to improve employment opportunities and provide for a better trained workforce in their communities: Lake Land College, Rend Lake College, and Wilbur Wright College.

Substance Abuse Prevention and Traffic Safety Initiative. During fiscal year 1998, 19 community colleges participated in Soberfest, a statewide activity that gives a strong message promoting "safe celebration." Three community colleges were recognized at the January 1998 ICCB meeting for their programs designed to help prevent drunk driving and promote traffic safety: Belleville Area College, Lake Land College, and Spoon River College. Also, the Illinois Department of Transportation approved an ICCB grant proposal for fiscal year 1999 to enhance statewide activities, including training opportunities for community college students at workshops such as the Impaired and Dangerous Driving/Illinois Lifesavers Conference and the Campus Alcohol and Traffic and Safety Conference.

Accountability Awards. Awards for Excellence in Planning and Accountability were presented in June 1998 to Black Hawk College, Highland Community College, and Prairie State College for their significant efforts to link their initiatives in planning, budgeting, program approval, and program review.

Reports on Remedial/Developmental Education. The IBHE and ICCB collaborated to produce a September 1997 IBHE report on *The Scope and Effectiveness of Remedial/Developmental Education in Illinois Public University and Community Colleges*. In a two-part report entitled *Remedial/Developmental Education in the Illinois Community College System*, an expanded analysis of community college system data was presented in September 1997, and the results of a cohort study that focused on the results of remedial/developmental education was presented in March 1998.

AAS Model Task Force. An updated Illinois model AAS degree was endorsed by the ICCB in June 1998, as recommended by the systemwide Model AAS Task Force. The Illinois model will be piloted during fiscal year 1999. The National Council on Occupational Education is currently looking at its AAS model and expects to make a revised model available sometime during the next year. When the revised NCOE model is available, the Illinois model will be reexamined to determine if it needs to be further refined.

Dual Enrollment. In October 1996, a joint ICCB and ISBE memorandum and background paper was issued regarding high school/community college dual credit. The paper was developed by an advisory committee composed of individuals representing secondary and postsecondary educational agencies having experience with the issues. In June 1996, the ICCB approved dual enrollment when both the students and courses meet prescribed qualifications. Effective July 1997, community colleges may submit dual credit hours for ICCB credit hour grants that meet ICCB's guidelines for concurrent enrollment in high school and community college courses.

Manufacturing Extension Program of Illinois. Most community colleges are partners with either the Illinois Manufacturing Extension Center or the Chicago Manufacturing Center. These centers provide comprehensive, integrated manufacturing extension services to enhance the productivity of the state's small- and medium-sized manufacturers. While most colleges are cooperating partners in the initiative, many colleges provide office space and other services for either the IMEC or CMC project managers.

ACE CREDIT (formerly ACE/PONSI) Recommends Training Programs for College Credit. Several Illinois organizations have had their formal training reviewed by the American Council on Education's College Credit Recommendation Service (ACE CREDIT). Upon invitation from business and industry, labor, government, associations and others, a team of subject matter experts will evaluate formal training courses to determine their equivalency to college-level courses. The review team, consisting of college faculty, makes college credit recommendations when appropriate. The ACE credit recommendations are accepted by over 1,200 colleges and universities across the country. The ICCB is one of two state entities to serve as an ACE CREDIT affiliate office.

Occupational Skills Standards. The ICCB plays several corresponding key roles in the development and implementation of skills standards: ensuring representation of the community colleges on each subcouncil and participating with the Illinois Occupational Skills Standards Coordinating Council and ISBE staff at the state level, providing information to community colleges regarding the status of skills standards development and assisting in the dissemination of standards to community colleges; convening panels to craft model curricula based on skills standards; incorporating skills standards into program development the program approval process; incorporating skills standards into program improvement and the program review process; and assisting community colleges in the implementation of skills standards in instructional programs. During fiscal year 1998, the ICCB funded seven college projects designed to integrate the skills standards into specific curricula and into college accountability systems, and to develop assessment mechanisms related to skills standards. Additional, limited funding was provided to the projects for fiscal year 1999. The culmination of the projects will be a systemwide workshop in October 1999.

Workforce Common Performance Management System. The Workforce Common Performance Management System aligns workforce preparation program outcomes, measures, and standards across program providers. The ICCB continues its work with other participating agencies to develop a set of common performance measures that are relevant to the various types of institutions and programs involved. Staff worked with colleagues from Northern Illinois University's Center for Governmental Studies to design and create customized tables with outcomes data for the community college system.

Educational Guarantees. As of September 1998, 37 community college districts have adopted educational guarantees, including 36 districts whose guarantee policies cover occupational as well as baccalaureate/transfer programs and one whose policy currently covers occupational programs. The adoption of the statewide general education common core has greatly facilitated the implementation of transfer guarantees.

Lincoln's Challenge. The ICCB's Lincoln's Challenge Scholarship Program operates with an annual appropriation to provide scholarships for Lincoln's Challenge graduates. The Lincoln's Challenge Program is sponsored by the Illinois National Guard to help at-risk high school dropouts to attain their GED. The ICCB scholarships give students an opportunity to continue their education at one of the 49 community colleges in Illinois. The scholarship award is $1,000 per semester for the fall and spring semesters and $500 for the summer semester. The scholarships are offered for a maximum of three years or up to 64 credit hours (or more if students are completing an associate in applied science degree requiring additional credit hours). To date, more than $390,000 has been expended for scholarships to 944 students. In fiscal year 1998, more than $131,000 was expended for scholarships to 119 students.

Summary and Conclusions

The annual *Priorities, Quality, and Productivity/Program Review Reports* submitted by Illinois' 49 community colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that are of highest priority to each college's mission. This accountability report summarizes and highlights the activities and initiatives reported by the colleges during fiscal year 1998 in support of institutional and programmatic quality, productivity, and fiscal responsibility.

The three primary sections of the report include **Priorities, Quality, and Productivity Special Focus Areas, Analyses of the Results of Fiscal Year 1998 PQP/Program Review, and State-Level Initiatives.** Subsections exist within each broad area. Topics considered in the PQP Special Focus section this year consist of College Priorities, Student Educational Advancement, Performance-Based Incentives - District-Based Goal, and Administrative Productivity. Programs in 37 occupational/vocational program areas, five academic disciplines, adult and developmental education, and student and academic support are examined in the Results of Fiscal Year 1997 College PQP/Program Review Activities. The State-Level Initiatives section briefly highlights initiatives undertaken at the state level to promote accountability and priorities, quality, and productivity. Results of the three areas are summarized below.

Priorities, Quality, and Productivity Special Focus Areas

College Priorities. The colleges review and update priorities statements annually and report on new and ongoing initiatives that result from these priorities. These priorities are refined as part of an institutional strategic planning processes. Review of the college reports indicate that the colleges' priorities are closely linked to statewide priorities established by the two state coordinating boards - the ICCB and the IBHE. These statewide priorities emerged as common themes among the colleges' priority statements and the activities developed to accomplish goals related to the priorities.

Student Educational Advancement. One important indicator of quality for instructional programs is student educational advancement, or the degree to which students attain or move towards their educational goals, whether they plan to complete one course or a program of courses leading to

a job or further education. During 1997-98, colleges were asked to examine two areas related to student educational advancement and to respond to specific questions.

A. Remedial/Developmental Education. During 1997-98, both the Illinois Board of Higher Education (IBHE) and Illinois Community College Board (ICCB) presented reports on remedial/developmental education. *The Scope and Effectiveness of Remedial/Developmental Education in Illinois Public Universities and Community Colleges*, a report based on information from a survey designed in cooperation with the ICCB, was presented by the IBHE in September 1997. A subsequent two-part report by the ICCB entitled *Remedial/Developmental Education in the Illinois Community College System* was presented in September 1997 and March 1998. The ICCB report used information from the survey and from annual enrollment and completion information reported to the ICCB by the colleges. The reports indicated that 88 percent of all students who enrolled in remedial/developmental courses at public higher education institutions were community college students. Further, a cohort study done for the ICCB report provided evidence that remedial/developmental education had a positive effect on the educational outcomes for students who successfully completed remediation. These findings led the ICCB to conclude that tracking student performance beyond remedial/developmental courses and tracking students who did not complete recommended remediation can provide valuable information and direction for the development of policies that can strengthen remedial/developmental instruction and optimize students' chances for academic success, and it is essential that colleges be able to provide and use this information.

Accordingly, colleges were asked to provide information on (1) students who test into remediation but do not complete the recommended courses, and how the information is used to develop policies and practices that promote student advancement and (2) the performance of students in remedial/developmental courses and in subsequent college-level courses. If colleges were unable to provide this information, they were asked to describe their plans to collect and use the information in the future.

The college reports affirmed that assessment of basic skills is mandatory for selected students at all Illinois community colleges, most often for students entering college-level mathematics or English courses and for students enrolling on a full-time basis. Twenty-one colleges provided information on students who do complete recommended remediation, indicating that a substantial number of students do not enroll in or do not complete recommended remediation. Twenty-eight colleges provided information related to the academic performance of students who moved from remedial/developmental courses to college-level courses. The reports indicated positive results in college-level work for students who completed remediation, but raised concern about the low percentage of students who actually make the transition from remedial/developmental courses to college-level courses, particularly since the information provided by the colleges gave clear indication that students who completed required remediation are as successful in college-level work as students who did not require remediation. The colleges reported a wide range of policies and activities that have been implemented to improve the outcomes for students who require remediation, including **policies to ensure that incoming students take appropriate assessments and are required to enroll for remediation when the need is indicated, developing or strengthening academic assistance centers and services, creating special sections of developmental courses to accommodate students' learning styles and needs, creating**

committees to assess information on remedial/developmental students and recommend appropriate policies, and pairing skills courses with college-level courses.

Colleges that did not report data most often cited inadequate data systems and/or lack of staff that can be devoted to data collection and analysis as the reasons. Eight colleges will begin tracking remedial/developmental students in fiscal year 1999, and two others will add staff to address evaluation issues for developmental education. Three colleges indicated that new student information systems will be implemented during fiscal 1999 which will make this data collection possible. It is clear that Illinois community colleges are responding to the needs of students who require remediation. However, **it is essential that all colleges track student performance within remedial/developmental programs, as well as students' transition from remedial/development courses to college-level work, in order to assure the effectiveness of developmental instruction and provide direction for policies that will maximize students' chances for academic success.**

The colleges were asked what steps they have taken to increase assistance to high school students to improve their preparation for college and what other steps they have taken to increase opportunities for high school students to earn college credit. Activities most commonly reported to assist high school students prepare for college include **on-site advising, placement testing, and/or registration at the high schools; ACT and SAT preparation classes; feedback reports to high schools regarding the academic outcomes and status of their graduates; informational presentations to high school students and their parents on topics such as the programs offered at the college, financial aid, and career planning; course articulation with high schools to eliminate the need for students to repeat subject matter at the college; campus tours for high school students; convening meetings of high school principals, counselors, and faculty to discuss issues of common concern or collaborate in curriculum development; and career fairs, academic competitions, and other events that involve high school students hosted on the campus.** The most commonly reported opportunities for high school students to earn college credit include **dual enrollment, college courses made available to high school students, articulated courses and Tech Prep programs, Credit in Escrow programs, programs for gifted or honors high school students, and course waivers based on Advanced Placement Tests or scores on CLEP and other proficiency examinations.**

B. Short-Term Certificates. Completion rates continue to be a concern for many occupational areas. Continuously low completion rates for degree and/or certificate programs suggest that the programs may not be meeting students' educational goals. Colleges were asked to examine occupational programs with low completion rates to determine if one or more short, targeted certificates would better meet student goals, based on coursetaking behavior and other pertinent factors, including the willingness of employers to hire students before program completion. Low completion rates are being addressed in a variety of ways, including **improvements in student information systems and processes for coding student intent, and increasing the number of completers who apply for graduation.** A few occupational areas were identified where low completion rates were attributed to lack of recognition of certificates (i.e., fire science) and in occupations where employment depends on licensure or certification by an external entity (i.e., Certified Nursing Assistant). **Occupational areas for which short-term certificates are indicated include Computer Information Systems and Office Technologies, Manufacturing**

and Production Technologies, Allied Health, and Automotive Repair. While the colleges are responding to the needs of students and employers by developing short-term certificates when appropriate, **it is essential that colleges continue to carefully monitor completion rates as one means of determining whether occupational programs match student educational goals and the needs of employers. In addition, colleges need to strive to assure that policies regarding student classification support the collection of accurate data regarding program enrollments and completions.**

Performance-Based Incentives - District-Based Goal. During fiscal year 1998, an Advisory Committee for Performance-Based Incentives developed strategies and activities for a performance-based funding pilot project for the Illinois community college system. The ICCB accepted the recommendations of the Advisory Committee in May 1998 and will implement the Performance-Based Incentive System in fiscal year 1999. The pilot model is a two-tier model that includes (1) measures that reflect statewide goals for community colleges and (2) district-specific measures that reflect autonomy, mission differentiation, and community needs. Colleges submitted their plans for district goals as part of the fiscal year PQP report. Panels of peer reviewers will determine the appropriateness of each district plan and will evaluate the annual progress achieved toward the identified goal. The plans will be the basis for the allocation of up to 40 percent of the performance-based funds available to each college for fiscal year 1999.

Colleges were asked to develop their district plans around one of three areas: workforce development, technology, or responsiveness to local needs. **Eight college districts chose to address workforce development, 21 will address technology, and 11 will address responsiveness to local needs.**

Administrative Productivity. Administrative productivity is characterized by the extent and effectiveness of administrative functions in supporting the mission of the institution. Productivity concerns arise if administrative functions are not closely tied to the institution's mission or if services and functions are duplicated by more than one unit. For fiscal year 1998, colleges were asked to review all administrative units and functions to determine (1) if they are central to the college's mission, (2) if there is redundancy of functions within or across academic units, and (3) if administrative expenditures are significantly above or below the peer group average. The colleges were also asked to discuss plans to address inefficiencies and/or redundant functions as well as administrative costs that are significantly above or below the peer group average. Reports from the colleges clearly affirmed that priority, quality, and productivity concepts were being infused into all aspects of the institutions including planning, administration, programs, and services. Through strategic planning initiatives, colleges have set institutional priorities and have taken a holistic approach in examining the effectiveness of the institution, rather than viewing each component in isolation. **The colleges' reports on administrative productivity for fiscal year 1998 provide ongoing evidence that institutions have strategically used elimination, consolidation, and restructuring of positions, units, and functions to reduce identified inefficiencies and distribute resources to areas of highest priority.**

Instructional Program Review Productivity and Quality Enhancements. Program Review is an established, essential tool for accountability within the Illinois community college system. The colleges annually review a portion of their instructional programs and evaluate them according to need, quality, and cost. Occupational programs are reviewed once every five years according to a systemwide established schedule. Transfer disciplines and adult and developmental education programs are reviewed on a five-year schedule established by the individual colleges. In addition, in keeping with the broad, institutional focus of the PQP initiative, student services and academic support program are reviewed according to institution-established five-year cycles as well.

In fiscal year 1998, community colleges reviewed a total of 659 occupational, 146 academic, 53 adult and developmental education, 36 student and academic support, and 9 other programs. A breakdown of this information by college appears in Appendix Table A-1. As a result of the review process for occupational programs, 535 were continued with minor improvements, 22 were significantly modified, 53 were scheduled for further review, and 49 were scheduled to be withdrawn. A detailed analysis of the results of these program reviews set within the context of the status of related occupations will be presented to the ICCB in January 1999. The analysis will identify issues, trends, and/or concerns related to occupational areas and make recommendations, when appropriate.

The Instructional PQP/Program Review section analyses include an overview of the area; an examination of any related low enrollment programs; and provide information about programmatic strengths, planned improvements, and innovations. During fiscal year 1998, colleges reported implementing over 1,030 initiatives intended to enhance instructional program quality and increase efficiency. Initiatives to improve instructional productivity and quality at the colleges resulted in an estimated $9.8 million in reallocations this year and projected reallocations of $3.9 million over the next five years.

State-Level Initiatives. During fiscal year 1998, several initiatives pertaining to accountability and productivity were conducted by the ICCB. Summaries of initiatives such as the **ICCB Goals and Objectives, Illinois Articulation Initiative, Performance-Based Incentive System, Workforce Preparation Action Plan,** and others are provided.

Future Considerations for Program Review/PQP. As the State-Level Initiatives section of this report indicates, there are a number of initiatives underway related to the identification and use of performance indicators for various purposes, including the Illinois Common Performance Management System, performance-based funding, and revisions to the ICCB Recognition process. Program review relies on indicators of need, cost, and quality. In order to avoid duplicative reporting processes, program review should, to the extent possible, address measures that are included in other reporting systems. In addition, recent changes to the program approval process approved by the IBHE in September 1998 may shift additional emphasis on the program review process. **During fiscal year 1999, the ICCB will convene a Program Approval/Review/PQP Task Force to examine the approval and review processes and recommend revisions, if appropriate, to ensure that (1) the processes support, but do not duplicate, other systems of performance indicators and (2) meaningful indicators are a part of each process that will support sound programmatic decision-making.**

Illinois' comprehensive community colleges pay a vital role in the state's educational system. They provide access and opportunity to diverse students, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transfer, and students who need to sharpen their basic academic skills. This report illustrates the community college system's responsiveness to changing times and conditions, while continuing to offer high-quality, affordable education to the citizens of Illinois very close to home.

Appendix A

COMMUNITY COLLEGE PROGRAM REVIEW SUMMARY TABLES

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 1998

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed	# of Student Services Programs Reviewed	# of Academic Support Programs Reviewed	# of Other Programs Reviewed
Belleville	18	4	1	3	0	0
Black Hawk	44	1	1	0	0	0
Chicago						
Daley	4	2	3	0	0	0
Kennedy-King	30	1	5	0	0	1
Malcolm X	12	2	1	0	0	0
Olive-Harvey	8	1	2	0	0	0
Truman	5	6	1	0	0	0
Washington	2	2	0	0	0	0
Wright	13	3	0	0	0	0
Danville	3	1	2	0	0	0
DuPage	25	6	1	0	0	0
Elgin	25	4	1	0	0	0
Harper	24	4	2	1	1	0
Heartland	0	3	1	4	1	0
Highland	2	1	0	6	2	1
IL Central	26	5	0	3	0	1
Illinois Eastern						
Frontier	11	7	4	0	0	0
Lincoln Trail	14	7	4	0	0	0
Olney	10	7	3	0	0	0
Wabash	9	6	4	0	0	0
IL Valley	8	7	1	7	1	0
Joliet	23	2	1	0	0	0
Kankakee	6	1	0	0	0	0
Kaskaskia	10	2	0	0	0	0
Kishwaukee	13	0	5	0	0	1

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 1998

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed	# of Student Services Programs Reviewed	# of Academic Support Programs Reviewed	# of Other Programs Reviewed
Lake County	17	6	0	0	0	0
Lake Land	11	3	1	0	0	0
Lewis & Clark	7	1	0	0	0	0
Lincoln Land	14	7	0	0	0	1
Logan	9	2	0	0	0	0
McHenry	13	5	0	0	0	0
Metropolitan	6	0	1	0	0	0
Moraine Valley	21	1	0	0	0	0
Morton	8	1	0	0	0	1
Oakton	16	2	1	0	0	0
Parkland	20	1	0	0	0	0
Prairie State	15	7	4	0	0	0
Rend Lake	11	0	0	1	0	0
Richland	4	1	1	0	0	0
Rock Valley	21	2	0	0	0	0
Sandburg	7	1	0	3	0	3
Sauk Valley	10	2	0	0	0	0
Shawnee	15	1	0	2	1	0
South Suburban	17	2	0	0	0	0
Southeastern	12	3	0	0	0	0
Spoon River	9	3	0	0	0	0
Triton	31	2	1	0	0	0
Waubonsee	4	7	1	0	0	0
Wood	16	1	0	0	0	0
TOTALS	659	146	53	30	6	9

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 1998 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	Number Continued with Minor Improvements	Number Significantly Modified	Number Scheduled for Further Review	Number Identified for Elimination
Belleville	18	18	0	0	0
Black Hawk	44	29	0	3	12
Chicago					
Daley	4	3	0	0	1
Kennedy-King	30	9	2	12	7
Malcolm X	12	12	0	0	0
Olive-Harvey	8	8	0	0	0
Truman	5	2	0	3	0
Washington	2	1	0	0	1
Wright	13	2	3	0	8
Danville	3	3	0	0	0
DuPage	25	24	0	1	0
Elgin	25	25	0	0	0
Harper	24	24	0	0	0
Heartland	0	0	0	0	0
Highland	2	2	0	0	0
Illinois Central	26	17	0	6	3
Illinois Eastern					
Frontier	11	11	0	0	0
Lincoln Trail	14	13	0	0	1
Olney	10	10	0	0	0
Wabash Valley	9	9	0	0	0
Illinois Valley	8	8	0	0	0
Joliet	23	23	0	0	0
Kankakee	6	6	0	0	0
Kaskaskia	10	10	0	0	0
Kishwaukee	13	12	0	1	0
Lake County	17	17	0	0	0

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 1998 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	Number Continued with Minor Improvements	Number Significantly Modified	Number Scheduled for Further Review	Number Identified for Elimination
Lake Land	11	11	0	0	0
Lewis & Clark	7	4	3	0	0
Lincoln Land	14	11	3	0	0
Logan	9	5	0	4	0
McHenry	13	13	0	0	0
Metropolitan	6	3	0	0	3
Moraine Valley	21	14	0	7	0
Morton	8	7	0	1	0
Oakton	16	16	0	0	0
Parkland	20	18	0	1	1
Prairie State	15	7	0	8	0
Rend Lake	11	11	0	0	0
Richland	4	4	0	0	0
Rock Valley	21	19	0	0	2
Sandburg	7	7	0	0	0
Sauk Valley	10	10	0	0	0
Shawnee	15	12	1	2	0
South Suburban	17	17	0	0	0
Southeastern	12	12	0	0	0
Spoon River	9	6	1	1	1
Triton	31	23	2	1	5
Waubonsee	4	4	0	0	0
Wood	16	3	7	2	4
TOTALS	659	535	22	53	49

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 1998

District/College	Program Title	CIP
Black Hawk	Management - Office Manager Option	520201
	Word Processing	520401
	Office Administrative Services	520402
	Legal Services	520403
	Medical Office Assistant	520402
	Medical Office Assistant	520404
	Medical Services	520404
	Business Inf Tech Certificate	520204
	Cosmetology	120403
	Pastry Chef	120501
	Baking	120501
	Culinary Arts	120503
Chicago - Richard J. Daley	Office Information Systems	520401
Chicago - Kennedy-King	Banquet Preparation	120503
	Entree Preparation	120503
	Food Management - Cook	120503
	Food Management - Management Techniques	120504
	Food Management	120504
	Food Management	120504
	Food Sanitation	200406
Chicago - Harold Washington	Mid-Management	520201
Chicago - Wilbur Wright	Diagnostic Medical Sonography	510910
	Diagnostic Medical Sonography	510910
	Office Information Systems	520401
	Secretarial	520401
	Secretarial/Admin.Asst.	520401
	Word Processing	520401
	Word Processing Management	520401
	Word/Information Proc. Opers.	520401

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 1998

District/College	Program Title	CIP
Illinois Central	Industrial Supervision Degree	520205
	Industrial Supervision Certificate	520205
	Microcomputer Applications	520407
IL Eastern - Lincoln Trail	Building Maintenance	460401
Metropolitan	Certificate in Auto Body	470603
	Certificate in Horticulture	010603
	Graphic Communications Certificate	480201
Parkland	Emergency Medical Services: Paramedic	510904
Spoon River	Commercial Cooking	120503
Triton	Office Tech/ Appl. Software Specialist	520407
	Office Tech/Appl. Software Certificate	520401
	Office Tech/Office Assist Emphasis Certificate	520402
	Office Clerk Certificate	520408
	Transcribing Machine Operator Certificate	520408
John Wood	Clerk Typist (Certificate)	520408
	Stenographic (Certificate)	520401
	Cosmetology	120403
	Cosmetology - Salon Management	120403